

## Mrs. Adams' 3rd Grade Weekly Lesson Plans

| Date<br>11/15-11/19                    | Monday   | Tuesday  | Wednesday  | Thursday   | Friday  |
|--|--|--|--|--|---|
| 8:00-8:10<br>Breakfast/<br>Bell Ringer | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things   | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things   | Breakfast<br>Morning Announcement<br>Health Screening<br>Good Things   | Breakfast<br>Morning<br>Announcement<br>Health Screening<br>Good Things  | Breakfast<br>Morning<br>Announcement<br>Health Screening<br>Good Things   |
| 8:10-8:15<br>Number Talks              | Counting up, counting<br>back/ Daily word<br>problem   | Counting up, counting<br>back/ Daily word<br>problem   | Counting up,<br>counting back/ Daily<br>word problem   | Counting up,<br>counting back /<br>Daily word problem  | Counting up,<br>counting back /<br>Daily word problem   |
| 8:15-8:30<br>Read<br>Aloud             | <u>Shiloh</u>  | <u>Shiloh</u>  | <u>Shiloh</u>  | <u>Shiloh</u>  | <u>Shiloh</u>   |
| 8:30-9:00<br>95% Core Phonics          | Closed, Complex<br>Multisyllable<br>Lesson 7 Day 1<br>Sort words, Syllable<br>mapping<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed syllable type by<br>correctly identifying,<br>reading, and writing<br>pattern words in<br>isolation and in<br>passages. | Closed, Complex<br>Multisyllable<br>Lesson 7 Day 1<br>Passage Reading,<br>practice decoding<br>words on whiteboards<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed syllable type by<br>correctly identifying,<br>reading, and writing<br>pattern words in<br>isolation and in<br>passages. | Closed, Complex<br>Multisyllable<br>Lesson 7 Day 2<br>Reading<br>multisyllable words,<br>Syllable mapping<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed syllable type<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation and<br>in passages. | Closed, Complex<br>Multisyllable<br>Lesson 7 Day 2<br>Passage reading,<br>practice decoding on<br>whiteboards<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed syllable type<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation<br>and in passages. | Closed, Complex<br>Multisyllable<br>Lesson 7 Day 3<br>Fluency, *Decoding<br>and Encoding<br>Thanksgiving<br>words!<br><b>Objective:</b> Students<br>demonstrate<br>understanding of the<br>closed syllable type<br>by correctly<br>identifying, reading,<br>and writing pattern<br>words in isolation<br>and in passages. |

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| <p>9:00-9:40<br/>Literacy<br/>Intervention</p>               | <p>WIN Time</p>                       | <p>WIN Time</p>   | <p>WIN Time</p>   | <p>WIN Time</p>   | <p>WIN Time</p>   |
| <p>9:40-10:55<br/><br/>Wit &amp; Wisdom<br/>Core Reading</p> | <p>Remediation Day<br/><br/>FQT 2</p> | <p>Read Aloud:<br/><u><i>Shark Attack</i></u><br/><u><i>The Gulf Stream</i></u><br/>Module 1 Lesson 19<br/><b><u>Essential Question:</u></b><br/>Why do people explore the sea?<br/><b><u>Focus Question:</u></b><br/>Why and how do scientists explore sea creatures?<br/><b><u>Content Framing Question:</u></b><br/>Wonder: What do I notice and wonder about the first two chapters of <u><i>Shark Attack?</i></u><br/><b><u>Craft Question:</u></b><br/>Experiment: How does listening with wonder work?<br/><b><u>Learning Goals:</u></b><br/>Ask and answer questions based on a text.<br/>Use the text and photographs to answer questions about sharks and to develop new questions.</p> | <p>Read Aloud:<br/><u><i>Shark Attack</i></u><br/><u><i>The Gulf Stream</i></u><br/>Module 1 Lesson 19<br/><b><u>Essential Question:</u></b><br/>Why do people explore the sea?<br/><b><u>Focus Question:</u></b><br/>Why and how do scientists explore sea creatures?<br/><b><u>Content Framing Question:</u></b><br/>Wonder: What do I notice and wonder about the first two chapters of <u><i>Shark Attack?</i></u><br/><b><u>Craft Question:</u></b><br/>Experiment: How does listening with wonder work?<br/><b><u>Learning Goals:</u></b><br/>Ask and answer questions based on a text.<br/>Use the text and photographs to answer questions about sharks and to develop new questions.</p> | <p>Read Aloud:<br/><u><i>Shark Attack</i></u><br/>Module 1 Lesson 20<br/><b><u>Essential Question:</u></b><br/>Why do people explore the sea?<br/><b><u>Focus Question:</u></b><br/>Why and how do scientists explore sea creatures?<br/><b><u>Content Framing Question:</u></b><br/>Organize: What is happening in <u><i>Shark Attack-The Facts?</i></u><br/><b><u>Craft Question:</u></b><br/>Examine: Why is it important to develop a topic with facts, definitions and details?<br/><b><u>Learning Goals:</u></b><br/>Identify the main idea and key details in a selected excerpt from <u><i>Shark Attack-The Facts</i></u><br/>Identify the facts, definitions, and details in the exemplar paragraph.</p> | <p>Read Aloud:<br/><u><i>Shark Attack</i></u><br/>Module 1 Lesson 20<br/><b><u>Essential Question:</u></b><br/>Why do people explore the sea?<br/><b><u>Focus Question:</u></b><br/>Why and how do scientists explore sea creatures?<br/><b><u>Content Framing Question:</u></b><br/>Organize: What is happening in <u><i>Shark Attack-The Facts?</i></u><br/><b><u>Craft Question:</u></b><br/>Examine: Why is it important to develop a topic with facts, definitions and details?<br/><b><u>Learning Goals:</u></b><br/>Identify the main idea and key details in a selected excerpt from <u><i>Shark Attack-The Facts</i></u><br/>Identify the facts, definitions, and details in the exemplar paragraph.</p> |



2:55- Dismiss Walkers

3:00-3:25- Dismiss Car Riders, Van Riders, Bus Riders